DOCUMENT RESUME

ED 466 399 CE 066 461

AUTHOR	Barton, Angela Calabrese, Ed.; Osborne, Margery D., Ed.
TITLE	Teaching Science in Diverse Settings: Marginalized Discourses and Classroom Practice. Counterpoints: Studies in the Postmodern Theory of Education.
REPORT NO	Vol-150
ISBN	ISBN-0-8204-4990-3
ISSN	ISSN-1058-1634
PUB DATE	2001-00-00
NOTE	357p.
AVAILABLE FROM	Peter Lang Publishing, Inc., 275 7th Avenue, 28th Floor, New York, NY 10001 ($35.95). Tel: 800-770-5264 (Toll Free); Tel: 212-647-7706; Fax: 212-647-7707.
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Cultural Differences; Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Instructional Innovation; *Postmodernism; *Science Instruction; Sociocultural Patterns; Teacher Education; *Teaching Methods

ABSTRACT

The essays in this book draw from current debates concerning schooling and the need for liberatory education; the social construction of science and identity; and systems of race, class, and gender oppression and domination. These works aim to pose such questions as: (1) How can we shape practice and curriculum to address the needs of diverse learners? (2) In what ways do the marginalized discourses in theory and practice push us to fundamentally reformulate our conceptions of teachers/teaching, students/learning, and subject matter knowledge (science and what it means to know and do science) and the multiple relationships between and among these domains? (3) In what ways do the marginalized discourses in theory and practice push us to fundamentally reformulate our conceptions of "science for all"? and (4) What it really means in the day-to-day practice of teachers to enact more liberating pedagogies? This collection serves to educate readers about the importance, history, and possibilities for marginalized discourses in science education and also to engage readers in multiple cases where contributors have systematically applied and examined what happens when these theoretical frames are brought to bear in classroom practice (K-12 science and science teacher education). Chapters include: (1) "Marginalized Discourses and Pedagogies: Constructively Confronting Science for All in Classroom Practice" (Angela Calabrese Barton and Margery D. Osborne); (2) "The Magical and the Real in Science and in Teaching: Joy and the Paradox of Control" (Margery D. Osborne and David J. Brady); (3) "A Room of One's Own: Concrete and Conceptual Spaces" (Heidi Bulmahn Barker); (4) "Teaching in the Interface: Reflections on Urban Science Teaching" (Kathleen St. Louis, Tanahia Burkett, and Angela Calabrese Barton); (5) "A Paralogical Affirmation of Emotion's Discourse in Science Teaching" (Michalinos Zembylas); (6) "Visions of 'Science for All' in the Elementary Classroom" (Elaine Howes); (7) "Re/Writing Science from the Margins" (Gaell M. Hildebrand); (8) "Rethinking Science and Assessment" (Dana Fusco); (9) "Guinea Pig Pedagogy: Critiquing and Re-embodying Science/Education from Other Standpoints" (Matthew Weinstein); (10) "Promoting Inclusive Science Education through Professional Development: Challenges Faced in Transforming Content and

Reproductions supplied by EDRS are the best that can be made
from the original document.

Pedagogy" (Julie A. Bianchini and Lynette M. Cavazos); (11) "Feminism, Sacred Stories, and Multiple Voices" (Sharon Parsons); and (12) "Sociocultural Constructivism, Courage, and the Researcher's Gaze: Redefining Our Roles as Cultural Warriors for Social Change" (Alberto J. Rodriguez). (MM)

Reproductions supplied by EDRS are the best that can be made
from the original document.